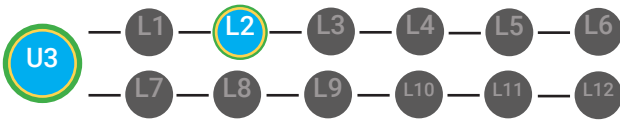




# Lesson 2: Google It

## Unit 3





## UNIT 3: SEARCHING BASICS LESSON 2: GOOGLE IT

### LESSON OVERVIEW

Google helps you find things like websites, photos, videos and more. When people say, “I’ll Google it,” it means that they will use the Google search engine to find what they are looking for.

**Time:** ~25 minutes

### OBJECTIVE

Student is able to recognize elements of a search.

### PRINT PREPARATION

1. Print this units Dollar Tracker.
2. Review sequence of activities in lesson.
3. Identify which supplements you will use.
4. Print/Copy/Laminate materials that fit your students’ needs.
5. Refer to your Level 1 Guide to read about effective practices.

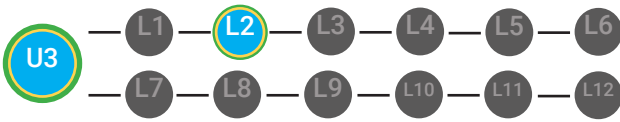
### ONLINE REVIEW

1. Sign into Digitability.com
2. Click **LESSONS** tab
3. Select **Level 1 - Internet Navigator**
4. Select **Unit 3**
5. Select **Lesson 2 - Google It**

### WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT



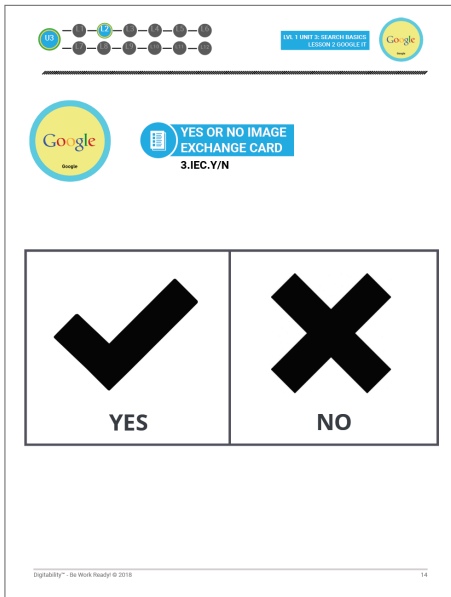
Using the Dollar Tracker, award dollars for participation. Identify students who have not earned, or are earning less, and give them opportunities in this lesson, to participate and earn money. Dollars are given for participation not for “correct” answers.






# WARM UP

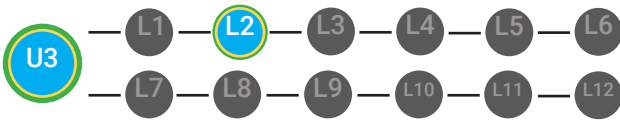


Distribute **Image Exchange Cards 3.IEC.IMAGE** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.



## DIFFERENTIATION

-  **T1** Verbal response with examples of experience
-  **T2** Writes down examples or holds up **YES/NO Image Exchange cards** [3.IEC.Y/N] for a rephrased question
-  **T3** Holds up or points to **YES/NO Image Exchange cards** [3.IEC.Y/N] for a rephrased question



# PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.

1. Write the definition of search engine on the board leaving a blank space for the word “find.”

Search Engine: helps you \_\_\_\_\_something on the Internet.

**Answer:** find



2. Ask, *“For a participation dollar, who would like to come up to the board to fill in the correct answer?”*



3. Give immediate feedback and record Workplace Behavior earnings



*“Marcus thinks of research. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”*



5. Ask, *“For a participation dollar, who can tell me if there are different types of search engines that you can use on the Internet?”*



6. Ask, *“For a participation dollar, who can tell me if Google Chrome is an example of a search engine?”*

**Award at least four participation dollars.**



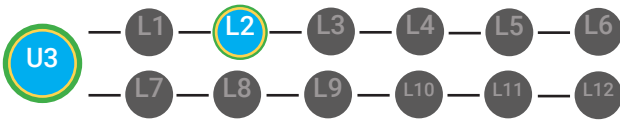
7. Ask, *“For a participation dollar, what about Bing?”*



8. Give immediate feedback and record Workplace Behavior earnings

*“Marcus responds yes. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”*

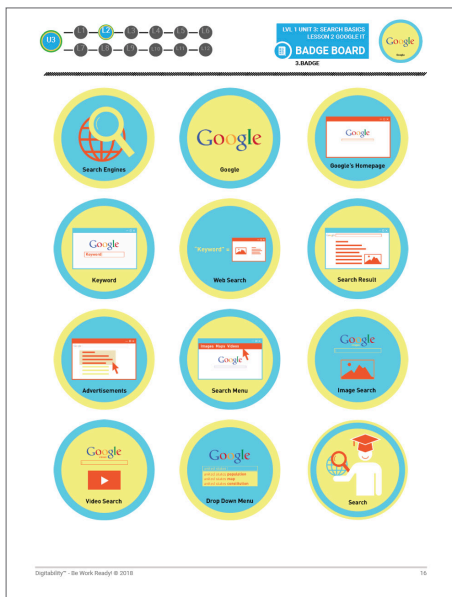
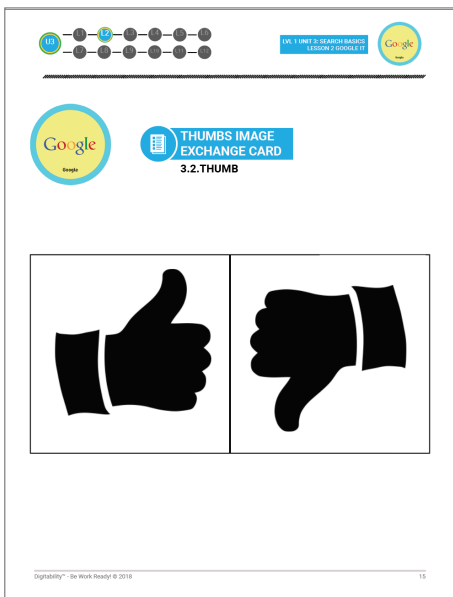
**Award at least four participation dollars.**



# GUIDED FACILITATION

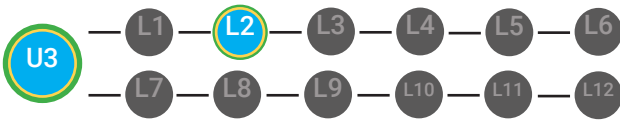


Distribute Badge Board **3.BADGE** and **3.THUMB Image Exchange Card** See **DIFFERENTIATION** below to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Correct Verbal Response.
- T2** Writes down badge name or walks up to point to badge.
- T3** Uses **Badge Board** [3.BADGE] for this Unit.



# PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.



1. Ask, *"For a participation dollar, who can tell me the name of our next badge?"*

**Answer:** Google it



2. Give immediate feedback and record Workplace Behavior earnings



3. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen. When you hear the word 'Google' give me a thumbs up and I'll add participation dollars."*

4. Ask students to give a thumbs up every time they hear and/or see the word Google in the video. Distribute **Thumbs Image Exchange cards** [3.2.THUMB]



5. Play video.



-- Video Ends (Do not click activity Button) --



6. Give immediate feedback and record Workplace Behavior earnings



**Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: "Google helps you find things like websites, photos, videos and more. When people say, "I'll Google it," it means that they will use the Google search engine to find what they are looking for."**

**Throughout the Informal Assessment section, you will prompt students until they use the language from the video to describe the key concept.**

**Once this is done, have every student in the class use their language to state the key concept. Then, have the whole class state the key concept together.**

**You can use phrases like, "What did the video say the/a \_\_\_\_\_ is?"**



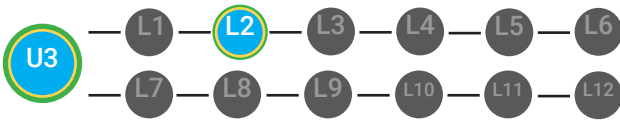
*"Marcus answers Google it. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."*

**Award at least four participation dollars.**



*"I see students putting there thumbs up and pointing to thumb cards. Nice Job!"*

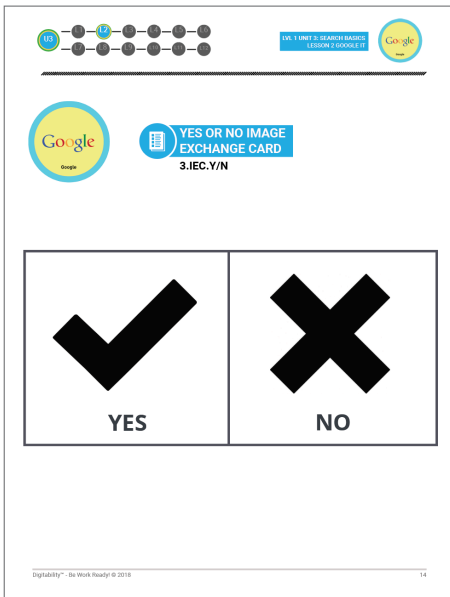
**Award at least four participation dollars.**



# INFORMAL ASSESSMENT

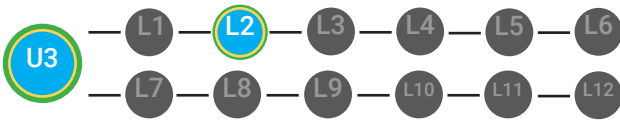


Use supplemental material YES/NO Image Exchange cards **3.IEC.Y/N** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Verbal response with examples of experience
- T2** Verbal response or holds up **YES/NO Image Exchange cards** [3.IEC.Y/N] to hold up or point to potential vocabulary word or icon
- T3** Holds up or points to **YES/NO Image Exchange cards** [3.IEC.Y/N] to hold up or point to potential vocabulary word or icon



## PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.



1. Ask, *"For a participation dollar, what does it mean to Google something?"*

Write the term and definition in notebooks after student responses.



2. Ask, *"For another participation dollar, what kind of things can Google help you find?"*



Structure prompting to get students to come up with a definition using language from the video.

**Key Concept:** "Google helps you find things like websites, photos, videos and more. When people say, "I'll Google it," it means that they will use the Google search engine to find what they are looking for."

**Optional:** Write the term and definition in notebooks after student responses.



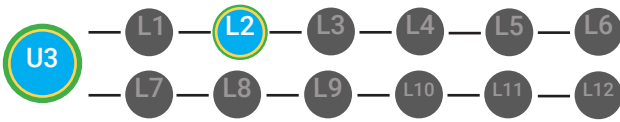
3. Give immediate feedback and record Workplace Behavior earnings



*"Marcus answers yes. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."*


**Award at least four participation dollars.**

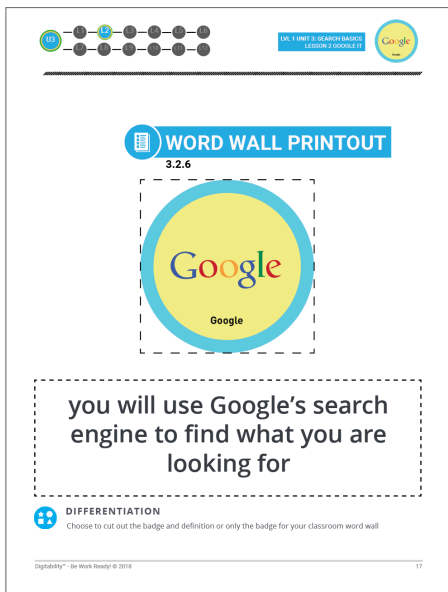




# GUIDED ACTIVITY

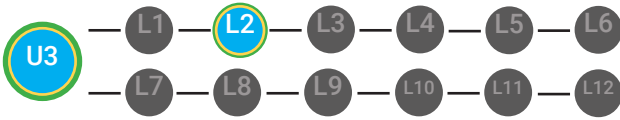


Use supplemental material Lesson Badge Cut Out **3.2.6** Students that unlocked the badge will place the print out on the classroom's **word wall**. See  **DIFFERENTIATION** below to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Student will use verbal prompting to unlock the badge with the class.
- T2** Student will use verbal prompting and hand signals to unlock the badge with the class
- T3** Student will use hand signals, pointing, prompting levels or adult/Tier 1 partner support to unlock the badge with the class.



# PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.



1. Ask the class, “Who would like to unlock the Google Badge for \$1?”



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.2.DollarTracker]



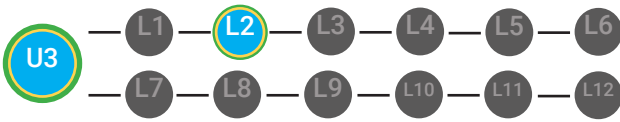
*“Marcus unlocks the Search Engine badge. Nice job participating and earning a dollar Marcus.”*

### Click Activity Button to Play Activity Video

3. Student discusses with class to choose the correct answer.
- a. If student chooses correct answer, have student or whole class dance.
  - b. If student chooses incorrect answer, repeat Step 3 until student unlocks the badge.



Increase the dollar amount for shy students or to increase motivation.



# EXIT TICKET

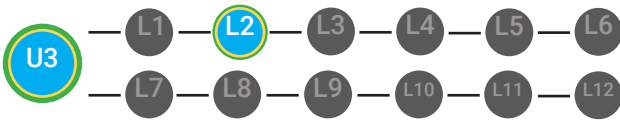


Use supplemental material Google It Exit Ticket **3.2.7** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Student's complete **Vocab Blocks worksheet** [3.2.7.1]
- T2** Option to complete **Vocab Blocks worksheet** [3.2.7.1] or **Trace 'n' Learn card** [3.2.7.2]
- T3** Student's complete **Trace 'n' Learn card** [3.2.7.2]



# PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.

1. Students will complete the Google Exit Slip.



2. "For a participation dollar, who can share the definition you wrote?"



*"[Repeat student answer] Nice job sharing and earning a dollar Marcus."*



3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.2.DollarTracker]



4. "For a participation dollar, who will share a sentence you wrote?"



5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.2.DollarTracker]



*"[Repeat student answer] Nice job sharing and earning a dollar Marcus."*



6. "For a participation dollar, who will share one of their examples?"



7. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.2.DollarTracker]



*"[Repeat student answer] Nice job sharing and earning a dollar Marcus."*



8. "For a participation dollar, who would like to come up and present their drawing?" Call on student.



9. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.2.DollarTracker]

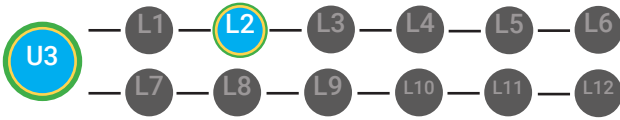


*"Great! [student] is going to present! Nice job earning a participation dollar."*



**After student discusses what they drew and why they drew it, ask students in class to give feedback.**

**Award at least four participation dollars.**



10. "For a participation dollar, who would like to give feedback to [student] on their drawing?" Call on student.

"You can give feedback by telling [student] what you liked about their drawing and explanation. Then, you can ask [student] a question."

11. Be sure that students do both.

- a. Describe what they like (prompt to student to say more than, "I liked your drawing." Ask, "What did you like about it?")
- b. Ask a question about drawing or explanation.



12. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.2.DollarTracker]



"Nice job giving feedback and earning a dollar Marcus."

13. After student does both, ask the student presenting, "[Student, what did you hear [student who gave feedback] say?"]"

Award at least four participation dollars.



## NEXT STEPS

1. Read off Dollar Earnings Tracker and announce how many dollars each student earned during the lesson.
2. Students will fill in their dollar earnings from the lesson using their [My Digitability Earnings sheet **[3.2.8]** Have students staple this sheet into their notebooks so they can use it for the entire unit.
3. Ask students, **“For a participation dollar, what will you do with your earnings?”**
4. If time permits, students can log into their student accounts for independent practice. Remember to set a boundary for students when completing lessons independently. For example, say **“You can unlock badges up until [name of badge you want students to stop at] , then stop what you are doing and put your thumbs up.”**



# WRAP-UP



## DIFFERENTIATION

- T1** Login independently using **password cards**.
- T2** Login independently using **password card** with the help from a Tier 1 partner for any required troubleshooting.
- T3** Teacher or Tier 1 assistance to help student login using their **password card**.

1. **Have class say the key concepts together.**

**Key Concept:** “Google helps you find things like websites, photos, videos and more. When people say, “I’ll Google it,” it means that they will use the Google search engine to find what they are looking for.”

2. **“Now we know what the Internet is and can use it in a sentence. Whenever you use the word Internet correctly, and at appropriate times (on-topic), you will earn a dollar.”**

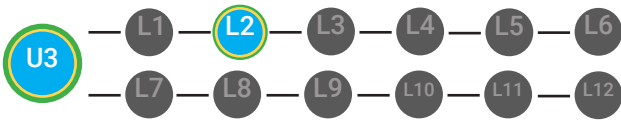


# Supplemental Materials

## Unit 3







# PHOTO OPP GUIDE

**Directions:** Use this form to brainstorm your Milestone submission. You can submit your Milestone assets using your **Teacher Resources Portal** at [digitability.com/teacherresources](http://digitability.com/teacherresources). We included some suggestions but feel free to submit what you think is most important to capture your implementation!

**Suggested Capture:**

Videos/photos of students presenting the planning session summary

Videos/photos of differentiation for students with expressive/receptive language needs

Videos/photos of students completing supplements and those completed supplements

**Narrative:**

Describe what is happening in your photos/videos. (at least five sentences)

Describe the cognitive or behavioral impact on the classroom as a whole and/or on a specific student (what are the needs being addressed for him/her?).

Tell us what you or your students like about this part of the Work Simulation.

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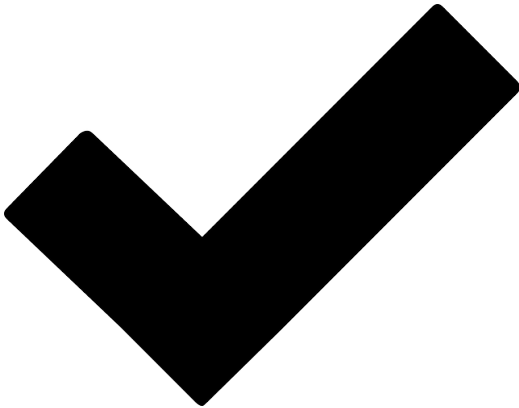
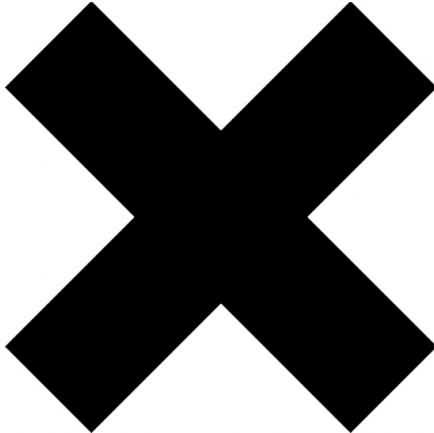
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 **YES OR NO IMAGE  
EXCHANGE CARD**

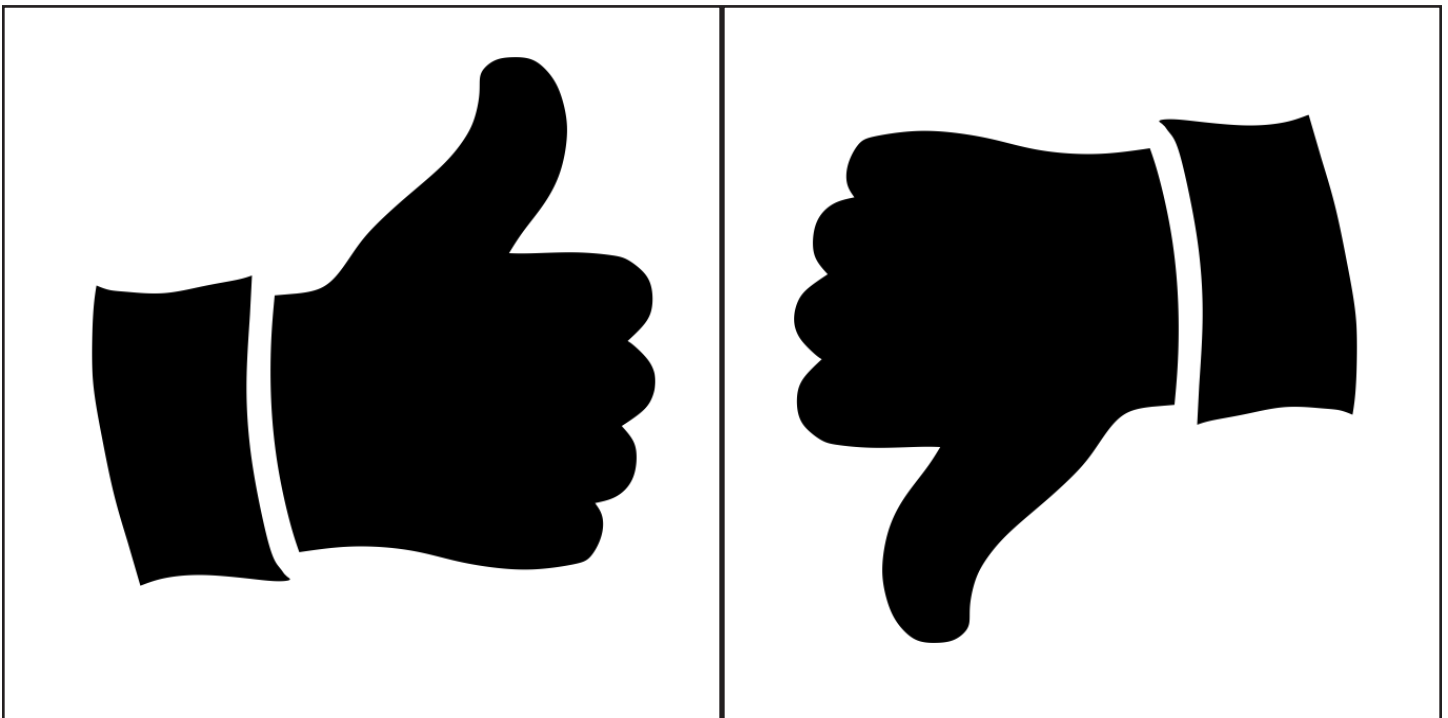
**3.IEC.Y/N**

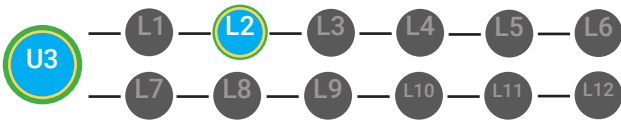
 <p><b>YES</b></p>	 <p><b>NO</b></p>
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 **THUMBS IMAGE  
EXCHANGE CARD**

**3.2.THUMB**





**3.BADGE**





 **WORD WALL PRINTOUT**

3.2.6



you will use Google's search engine to find what you are looking for



**DIFFERENTIATION**

Choose to cut out the badge and definition or only the badge for your classroom word wall



**T1** GOOGLE IT EXIT TICKET  
 VOCAB BLOCK  
 3.2.7.1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Define	Sentence
Examples	Draw

# Google it



**T2** GOOGLE IT EXIT TICKET  
TRACE 'N' LEARN CARDS  
3.2.7.2

Name: \_\_\_\_\_

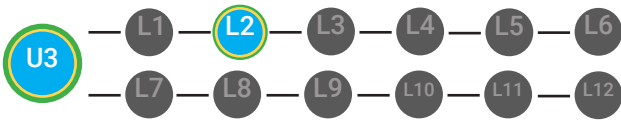
Date: \_\_\_\_\_

Google it

you will use

Google's search  
engine to find what  
you are looking for





# MY DIGITABILITY EARNINGS TRACKER

## Unit 3 SEARCH BASICS | 3.2.8

**DIRECTIONS:** Keep this page safe! After each lesson, mark down the date and the dollars you earned.

**Name:** \_\_\_\_\_

	DATE:	DOLLARS EARNED:
<b>LESSON 1:</b> SEARCH ENGINE		
<b>LESSON 2:</b> GOOGLE!		
<b>LESSON 3:</b> GOOGLE'S HOMEPAGE		
<b>LESSON 4:</b> KEYWORD SEARCH		
<b>LESSON 5:</b> WEB SEARCH		
<b>LESSON 6:</b> SEARCH RESULTS		
<b>LESSON 7:</b> ADVERTISEMENTS		
<b>LESSON 8:</b> SEARCH MENU		
<b>LESSON 9:</b> IMAGE SEARCH		
<b>LESSON 10:</b> VIDEO SEARCH		
<b>LESSON 11:</b> DROPDOWN MENU		
<b>LESSON 12:</b> MASTER BADGE		

**TOTAL DOLLARS EARNED:**